

**THE EFFECT OF USING CORNERS STRATEGY TOWARD
LISTENING COMPREHENSION OF THE SECOND YEAR
STUDENTS AT ISLAMIC BOARDING JUNIOR HIGH
SCHOOL DAREL HIKMAH PEKANBARU**



By

**SILVIA UTAMI
NIM. 10914005104**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

**THE EFFECT OF USING CORNERS STRATEGY TOWARD
LISTENING COMPREHENSION OF THE SECOND YEAR
STUDENTS AT ISLAMIC BOARDING JUNIOR HIGH
SCHOOL DAREL HIKMAH PEKANBARU**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

SILVIA UTAMI
NIM. 10914005104

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

ACKNOWLEDGMENT

الله الرحمن الرحيم

By the name of Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement. Shalawat and salam forever to a noble character, the prophet Muhammad SAW who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

This project paper is intended to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this project paper is “The Effect of Using Corners Strategy toward Listening Comprehension of the Second Year Students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru”.

The writer realizes that there are many weaknesses on this project paper. Therefore, constructions and suggestions are needed very much to improve this project paper. A lot of thanks to who have given moral and material supports to the writer. Thus, the writer expresses her gratitude and sincere thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau for his kindness and encouragement.
2. Drs. H. Promadi, M.A., Ph.D., the Caretaker Dean of Education and Teacher Training Faculty for his kindness and encouragement.
3. Dr. Hj. Zulhidah, M.Pd., as the Chairperson of English Education Department for her kindness and encouragement.
4. Dedy Wahyudi , M. Pd., the secretary of English Education Department.
5. Dr. H. Abdullah Hasan, M.Sc., as the writer’s supervisor for his invaluable assistance, guidance, encouragement, persistence, helpful and valuable suggestions and advice that has encouraged and motivated the writer to complete this project paper.
6. All lecturers who have given knowledge, information of this project paper, contributions and supports during the courses.

7. The head master of Islamic Boarding Junior High School Darel Hikmah Pekanbaru, Firdaus, S.Ag., and also all of the teachers, especially for English teacher, Elgus Fitri, S.Pd.I. who has helped the writer in the process of collecting data.
8. My beloved parents, Zainul Akhir, SH. and Zaira Fitri Yanti who have given meaningful and useful supports, both material and spiritual. Thanks a lot for your praying. You are my hero and angel in my life. I love you forever.
9. My beloved brother and sister, Reza Vebrian, Melsi Syawitri, Rhealina Asfia for their support and praying. I love you.
10. My best friends, Layla Tussaidah, Puti Wiranda, Lingga Ramanda, Umami Fadhlina Albar, Ayu Erza Nur Ariyani, Siti Aminah, Saliyah for their kindness and motivations. And my special friend Zomi Putra who always supports me to finish my thesis.
11. My lovely friends in D class (2009). Vera, Memey, Rian, Fitri, Nuri, Rini, Minang, Randi, Syukron, Nora, Novi, Lela, Leniwati, Leni Marlina, Halimah, Ayu, Desi, Rika, Ike, Ilham, Erwin, Fendi, Ivo, Dika, Izza. Thanks for everything guys.
12. My sweet roommate, Ummu Zulfa, Lismawarni, Sri Sulastri, Intan Maisaroh, Rifi Arabiyah, Lesi Yusiana, Rini Susanti. You are my valuable friends.
13. My beloved friends in scouting movement of UIN SUSKA Riau, Sis Rama, Bro Rizki, Bro Khairi, Bro Rozi, Bro Junaidi, Bro Atra, Widi, Ima, Tomi, Fikos, Ical, Samidin, Fuad, etc., who have given me motivation and support. This can not be written one by one. You are the best friends.
14. My beloved family in DKC 06 Pekanbaru 2010-2015, Bro Samsul Akmar, SH., Bro Kiem_Zoe, Afif, Ita, Fhauzan, Fauzul, Asih, Via, Atun, Angga, Takin, Siti, Fitri, Vio, Putri, Ilham, Farid, Reda, Yona, Rima, Kurnia, Dayat, Billy, Fito, Wahyu, Okky, Tommy, Fitrah, Jopres, Sanusi, Ayu, Jamal, and Lidia. Thanks to support me.

Finally, this thesis is still far from perfect. Therefore, constructive comments, critiques, suggestions will be appreciated very much.

“May Allah Almighty bless you, bless me, and bless us”

امين يا ربّ العالمين

Pekanbaru, 27 June 2013

The Writer,

Silvia Utami

NIM. 10914005104

ABSTRAK

Silvia Utami (2013) : Pengaruh Penerapan Strategi Corners terhadap Pemahaman Mendengar Siswa pada Siswa Kelas Dua MTs Pondok Pesantren Darel Hikmah Pekanbaru.

Tujuan dari penelitian ini adalah untuk menemukan apakah terdapat perbedaan yang signifikan terhadap pemahaman mendengar siswa sebelum diajarkan dengan menggunakan strategi Corners untuk kelas eksperimen dan metode pembelajaran konvensional untuk kelas kontrol, kemudian menemukan apakah terdapat perbedaan yang signifikan terhadap pemahaman mendengar siswa sesudah diajarkan dengan menggunakan strategi Corners untuk kelas eksperimen dan metode pembelajaran konvensional untuk kelas kontrol dan terakhir menemukan ada atau tidaknya pengaruh yang signifikan dari strategi Corners terhadap pemahaman mendengar pada siswa kelas dua MTs Pondok Pesantren Darel Hikmah Pekanbaru.

Penelitian ini adalah jenis penelitian eksperimen semu tipe non-equivalent control group design. Adapun jumlah populasi dari penelitian ini adalah 187 siswa, dan terdiri dari enam kelas. Sampel dari penelitian ini adalah kelas; VIII A⁴ dan VIII A⁵. VIII A⁵ sebagai kelas eksperimen yang diajar dengan strategi Corners dan kelas VIII A⁴ sebagai kelas kontrol yang diajar dengan metode pembelajaran konvensional.

Temuan penelitian menunjukkan bahwa terdapat perbedaan signifikan sebelum diajarkan dengan strategi Corners untuk kelas eksperimen dan metode konvensional untuk kelas kontrol yang dapat dilihat dari skor uji-t. Total skor uji-t adalah 3.093. Berdasarkan t-tabel, $2.01 < 3.093 > 2.68$. Selanjutnya dapat disimpulkan bahwa terdapat perbedaan signifikan sesudah diajarkan dengan strategi Corners untuk kelas eksperimen dan metode pembelajaran konvensional untuk kelas kontrol yang dapat dilihat dari skor uji-t. Total skor uji-t adalah 3.774. Berdasarkan t-tabel, $2.01 < 3.774 > 2.68$. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari menggunakan strategi Corners terhadap pemahaman mendengar pada siswa kelas dua MTs Pondok Pesantren Darel Hikmah Pekanbaru dengan hasil uji-t adalah $2.05 < 6.485 > 2.77$.

ABSTRACT

Silvia Utami (2013) : The Effect of Using Corners Strategy toward Listening Comprehension of the Second Year Students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

The main purpose of this research was to find out if there any significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru and the specific objectives of this research was to find out if there any significant effect of students' listening comprehension before and after being taught by using corners strategy for experimental class and conventional teaching method for control class comprehension at the second year of Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

This research was quasi-experimental research with non-equivalent control group design. There were six meetings in giving treatments. The instruments of this research were pre-test and post-test in form of multiple choices. The total population of this research was 187 students which consisted of six classes. The sample of the research was consisted of two classes; VIII A⁴ and VIII A⁵. Class VIII A⁵ as experimental class taught by using corners strategy and class VIII A⁴ as control class taught by using conventional teaching method.

The research findings showed that the improvement could be seen from the score of t-test. The writer statistically analyzed the data by using SPSS 16.0. The result was found out that there was significant effect of students' listening comprehension before being taught by using corners strategy for experimental class and conventional teaching method for control class. The total score of t-test is 3.093. Based on t-table, $2.01 < 3.093 > 2.68$. Then, there was significant effect of students' listening comprehension after being taught by using corners strategy for experimental class and conventional teaching method for control class. The total score of t-test is 3.774. Based on t-table, $2.01 < 3.774 > 2.68$ Therefore, it could be concluded that there was a significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru which the result of t-test is $2.05 < 6.485 > 2.77$.

THE LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
DEDICATION	vi
ABSTRACT	vii
THE LIST OF CONTENTS	x
THE LIST OF TABLES	xiii
THE LIST OF BAR CHARTS	xiv
THE LIST OF APPENDICES	xv
 CHAPTER I. INTRODUCTION	 1
A. Background of the Problem	1
B. Definition of the Terms	6
C. Problem	8
1. Identification of the Problem	8
2. Limitation of the Problem.....	9
3. Formulation of the Problem	10
D. Objective and Significance of the Research	10
1. Objective of the Research	10
2. Significance of the Research.....	11
 CHAPTER II. REVIEW OF RELATED LITERATURE	 12
A. Theoretical Framework	12
1. The Nature of Listening Comprehension.....	12
2. Teaching Listening.....	13
3. Students' Listening Comprehension	18
4. The Factors Influence Students' Listening Comprehension.	22
5. Te Nature of Strategy	25
6. The Nature of Corners Strategy	28
7. Teaching by Using Corners Strategy toward Students' Listening Comprehension	32
B. Relevant Research	35
C. The Operational Concept	37
D. Assumption and Hypothesis	38
1. The Assumption	38
2. The Hypothesis	39

CHAPTER III. RESEARCH METHODOLOGY	41
A. Method of the Research	41
B. Location and Time of the Research	42
C. Subject and Object of the Research	43
D. Population and Sample	43
E. Technique of Collecting Data	45
1. Validity	45
2. Reliability.....	50
F. Technique of Analyzing Data	53
 CHAPTER IV. DATA PRESENTATION AND ANALYSIS	 55
A. Data Description	55
B. Data Presentation	56
1. Students' Listening Comprehension before being Taught by Using Corners Strategy for Experimental Class and Conventional Teaching Method for Control Class	56
2. Students' Listening Comprehension after being Taught by Using Corners Strategy for Experimental Class and Conventional Teaching Method for Control Class	59
C. Data Analysis	63
1. The Data Analysis of Students' Listening Comprehension before being Taught by Using Corners Strategy for Experimental Class and Conventional Teaching Method for Control Class.....	63
2. The Data Analysis of Students' Listening Comprehension after being Taught by Using Corners Strategy for Experimental Class and Conventional Teaching Method for Control Class.....	66
3. The Data Analysis of Significant Effect of Using Corners Strategy toward Listening Comprehension of the Second Year Students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru	69

CHAPTER V. CONCLUSION AND SUGGESTION	73
A. Conclusion	73
B. Suggestion.....	74
1. Suggestion for Teachers.....	74
2. Suggestion for Students	74
3. Suggestion for Other Researchers.....	74

BIBLIOGRAPHY

APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

English can be said as the most important language in the world today. In Indonesia, English is one of the important subjects that should be taken by the students of junior high school. The students should know four language skills: listening, speaking, reading, and writing. Listening is the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture. Eventhough listening skill is very important, for some students it is considered to be the most difficult language skill.

Teaching listening is very important for the students. In daily life, the students always do listening activity, like a short conversation with their friends or roommates. Successful listening for students depends on many factors such as the knowledge of the language, background knowledge, etc. Therefore, students have to master listening comprehension by their prior knowledge. Student's prior knowledge can help them in understanding what the speaker says or new experience. The ideas above dealing with Brown's idea, listening courses must make students use their prior knowledge in order to improve listening comprehension.¹

¹ Steven Brown, *Teaching Listening*, Cambridge: Cambridge University Press, 2006, p. 2

In listening activity, students have to pay attention to get meaning from what they hear, because listening and speaking are integrated each other. The same idea is also pointed out by Underwood, she stated that listening is the activity of paying attention to and trying to get meaning from something listener hear. To listen successfully to spoken language, listener need to be able to work out what speakers *mean* when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves.²

Nation and Newton stated that “Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language.” When this knowledge is built up, the learner can begin to speak.³ Thus, it is clear that both listening and speaking are integrated each other. Listening is a complex active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance.⁴

Based on the idea stated above, listening is a difficult skill and different from any other skills. There are numbers of ways that make listening as a special skill. According to Harmer, the ways that make listening activity is different from the other skills of English are as follows:

² Mary Underwood, *Teaching Listening*, New York: Longman Inc, 1989, p. 1

³ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, New York: Routledge, Taylor & Francis, 2009, p. 38

⁴ Larry Vandergrift, Facilitating Second Language Listening Comprehension, *ELT Journal* Volume 53/3 July © Oxford University Press 1999

1. Tapes go at the same speed for everybody. Unlike reading or speaking, where individual students can read at their own pace. Sometimes, the learners are feeling panic when listening activity, but it can train their mental and their comprehension.
2. Listening is special too because spoken language, especially when it is informal, has a number of unique features including the use of incomplete utterances, repetition, hesitations. Experience of informal spoken English together with an appreciation of other spoken factors –the tone of the voice, the intonation, etc- will help the students to tease meaning out such speech phenomena.⁵

The main objective of listening comprehension practice in junior high school level is that the students should learn successfully in real life situations. In detail, the purpose of listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts or genres. (e.g. monolog: speech, reports, instruction, poems, songs, etc, and dialog: debate, discussion, movie etc). Moreover, they are able to complete the information and respond to questions. To reach the goals, the teacher should consider several things, such as students' motivation, interest and learning style.

Based on the School-Based Curriculum (KTSP) at the Second Year of Islamic Boarding Junior High School Darel Hikmah Pekanbaru in listening skill, there are three basic competences that should be achieved by the students of the second year of Junior High School. First, the students are able to respond the

⁵ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, Harlow: Addison Wesley Longman, 1998, p. 98

meaning in the transactional (to get things done) and interpersonal (to socialize) conversation, simply, accurately, currently and contextually to interact with their surroundings by inviting, rejecting or accepting the invitation. Second, students are able to respond the meaning in the text of a simple short functional accurately, fluently and contextually to interact with the surroundings. Third, students are able to respond the meaning in the simple short monologue in accurately, fluently and contextually to interact with the surroundings in the form of *descriptive* and *recount* text.⁶

Islamic Boarding Junior High School Darel Hikmah is one of the boarding school in Pekanbaru city located in Manyar Sakti Street KM. 12 Panam. This school uses School-Based Curriculum as their guidance in teaching and learning process. English is taught 2 periods in a week with duration 45 minutes per period. Based on the writer's preliminary observation by interviewing the teachers of English language, listening has been taught by using some techniques. The techniques are implemented in the stage of practice. Practice is one of the stages in language teaching. But in fact, many students are not able to fulfill the demands of the Minimum Criteria of Passing Grade (KKM) determined by the school. Some of the students still have difficulties in understanding what the native speaker says when listening. These difficulties can be derived from many factors, such student's ability in vocabulary, grammar mastery, background knowledge, difficulty in concentration, etc.

⁶ Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta: BSNP, 2006, p.129

Thus, the writer tries to apply the strategy, named corners strategy. This strategy will apply in the while –listening activities or practice stages. The students will do all the tasks during the time of listening to the text. Rixon points out that, at the while-listening stage students should not worry about interpreting long questions or giving full answers, but they should concentrate on comprehension, whether they have understood important information from the passage.⁷ It means that, students can focus their attention on listening itself, and practice their listening ability individually or in pair.

Based on the writers' preliminary observation of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru, the writer found a lot of problems as follows:⁸

1. Some of the students are not able to comprehend the content of listening text.
2. Some of the students are not able to get the information from the listening text.
3. Some of the students are not able to comprehend the explanation of the text well.
4. Some of the students are not able to respond what they heard.
5. Some of the students have difficulties in distinguishing similar sound.
6. Some of the students do not pay attention and concentration in listening text.

⁷ Rixon, S, *Developing Listening Skills*, London and Basingstoke: Macmillan Publishers Ltd, p, 1986, p. 70

⁸ Elgus Fitri, S.Pd., *English Teacher of Islamic Boarding Junior High School Darel Hikmah Pekanbaru*, Interviewed on May 7th, 2012

However, some of the students still have many problems in listening course. Therefore, the writer would like to try to apply a strategy in learning English, called Corners strategy. Corners strategy is a type of cooperative learning. This strategy is one of Kagan's cooperative structural approaches used for class building. Knowing one's classmates and gaining mutual respect are among the aims of class building. This strategy works well for students to know and accept themselves and others more. This strategy can be used in teaching listening.⁹ By using this strategy, students are expected to comprehend listening comprehension.

Based on the problems described above by the writer, it is clear that most of the students at the Second Year of Islamic Boarding Junior High School Darel Hikmah Pekanbaru still face obstacles and difficulties that have to be solved as soon as possible. Those difficulties come from the students themselves or caused by other factors (e.g. Difficulties in understanding native speaker says). Therefore, the writer is interested in investigating this problem by conducting a research entitled: **“The Effect of Using Corners Strategy toward Listening Comprehension of the Second Year Students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru”**.

B. Definition of the Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

⁹ Kagan, S and M. Kagan, *Kagan Cooperative Learning*, San Clemente, CA: Kagan Publishing, 2009, p. 228

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.¹⁰ The write concludes that effect can be said as influence that is appeared by something toward something else. However, in this research, the term "effect" refers to the effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

2. Strategy

Strategy is the procedures used in learning, thinking, etc., which serve as a way of reaching a goal.¹¹ Strategy is also a series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students' efforts (i.e., to do the steps in order) and to remind the students what to do at each stage of the process.¹² In this research the term of strategy refers to the way that is used by the students to comprehend listening. The strategy that is used in this research is corners strategy.

3. Corners Strategy

Corners Strategy is one of Kagan's cooperative structural approaches used for class building. Knowing one's classmates and gaining mutual respect are among the aims of class building. This strategy works well for students

¹⁰ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, London: Pearson Education Limited, 2010, p. 190

¹¹ *Ibid.*, p. 559

¹² Robert Reid and Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities*. New York: The Guilford Press, 2006, p. 18

to know and accept themselves and others more. The students paraphrase what they hear from their friends in the corner. Corners is also a useful structure to begin and end a lesson.¹³ By using this strategy, students can comprehend what their friends tell about.

4. Listening Comprehension

Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both top-down processing and bottom-up processing.¹⁴ In this research the term of listening comprehension refers to the process how to understand the speech by using prior knowledge, the situation and context, etc.

C. Problem

Based on the background illustrated above, it is very clear that the students still have a lot of problems especially in their listening comprehension.

1. Identification of the Problem

Based on the problem depicted in the background of the problem, thus, the problems of this research are identified as follows:

¹³ Kagan, S and M. Kagan, *Loc.Cit.*

¹⁴ Jack C. Richards and Richard Schmidt, *Op.Cit.*, p. 344

- a. What make some of the students are unable to comprehend the content of listening text?
- b. What make some of the students are not able to get the information from the listening text?
- c. What make some of the students are not able to comprehend the explanation of the text?
- d. What make some of the students are not able to respond what they heard?
- e. What make some of the students still have difficulties in distinguishing similar sound?
- f. What make some of the students do not pay attention and concentration in listening text?
- g. How is the effect of corners strategy toward students' listening comprehension?

2. Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems in this research, thus, the problems of this research are limited to the effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru. The writer limits the material by using Corners strategy in teaching listening on descriptive text.

3. Formulation of the Problem

Based on the problems limited above, thus, this research questions are formulated as follows:

- a. Is there any significant effect of students' listening comprehension before being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru?
- b. Is there any significant effect of students' listening comprehension after being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru?
- c. Is there any significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

D. Objective and Significance of the Research

1. Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the data about significant effect of students' listening comprehension before being taught by using corners strategy for experimental class and conventional teaching method for control group

of the second year students at Islamic Boarding Junior High School
Darel Hikmah Pekanbaru

- b. To find out the data about significant effect of students' listening comprehension after being taught by using corners strategy for experimental class and conventional teaching method for control group of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru
- c. To determine the effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

2. Significance of the Research

- a. These research findings are hopefully contributing the writer, especially in term of learning research as a novice researcher.
- b. These research findings are also expected to provide the positive contributions related to the process of teaching and learning English, especially in term of the effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.
- c. These research findings are also expected to be the practices and theories in order to develop the theories on teaching and learning English as a foreign language, and for those who are concerned in the world of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Listening Comprehension

Various definitions of listening have been given by many theorists. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.¹⁵ According to Clark and Clark, One view of listening comprehension describes comprehension of a speaker's message as the internal reproduction of that message in the listener's mind, so that successful listening reproduces the meaning much as the speaker intended.¹⁶

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.¹⁷

Listening comprehension is a very important skill for number of reasons. First, being able to recall and understand information is an important prereading skill. In order to be a strong reader later on, a child must be able to

¹⁵ SIL INTERNASIONAL, *Listening Comprehension Skill*, <http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandeltrlnngprgrm/listeningcomprehensionskill.htm>. Retrieved on October 24th 2011.

¹⁶ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language [third edition]*, Boston: Heinle & Heinle, 2001, p. 89

¹⁷ Jack. C. Richard, *Teaching Listening and Speaking from Theory to Practice*, Cambridge: Cambridge University Press, 2008, p.3

recall information when it is presented orally. Second, children who have strong listening comprehension skills also tend to be good listeners overall. As adults teachers often spend too much of our time talking and not enough time listening.

Listening is a skill that a child will use throughout his/her entire life. Developing strong listening comprehension skills early on will help each child become a better listener for life. And finally, strong listening comprehension skills also promote thinking and problem-solving skills. When listening to a story, the children begin to develop their own thoughts and ideas about the situations presented in the story.¹⁸ Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals *listening* and *listening comprehension* are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.¹⁹

2. Teaching Listening

The most important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. The idea of prior knowledge is one part of the cognitive model of language processing. This model says that when people listen or

¹⁸ HighReach Learning.com, *Listening Comprehension*, http://www.highreach.com/highreach/cms/LinkClick.aspx?fileticket=XGCnL-0ev_o%3D&tabid=106. Retrieved on October 24th, 2011.

¹⁹ Jack. C. Richards, *Loc.Cit.*

read, students process the information they heard both top-down and bottom-up. *Top-down* means using listeners' prior knowledge and experiences; students know certain things about certain topics and situations and use that information to understand. *Bottom-up* processing means using the information students have about sounds, word meanings, and discourse markers like *first*, *then* and *after that* to assemble students' understanding of what they read or heard one step at a time.²⁰

Successful listening can also be looked at the terms of the strategies the listener uses when listening. Strategies can be thought as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners to be active in the process of listening. According to Buck in Richard, listening is identified into two kinds of strategies:

- a. Cognitive Strategies:** Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.
1. *Comprehension processes:* associated with the processing of linguistic and nonlinguistic input
 2. *Storing and memory processes:* associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory
 3. *Using and retrieval processes:* associated with accessing memory, to be readied for output

²⁰ Steven Brown, *Op.Cit.*, p. 2

b. Metacognitive Strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

1. Assessing the situation:
2. Monitoring
3. Self-evaluating
4. Self-testing²¹

This approach to teaching of listening is based on the following assumptions:

- a. Listening serves the goal of extracting meaning from messages;
- b. To do this, learners have to be taught how to use both bottom-up and top-down processes to understand messages;
- c. The language of utterances – the precise words, syntax, and expressions – used by speakers are temporary carriers of meaning. Once meaning is identified, there is no further need to attend to the form of messages unless problems in understanding occurred;
- d. Teaching listening strategies can help make learners more effective listeners.²²

In teaching listening, commonly the teacher uses the stages that called stages of listening. The stages of listening as follows:

²¹ Jack. C. Richards, *Op.Cit.*, p. 11

²² *Ibid.*, p. 14

1) The Pre Listening Stage

Before listening, students should be ‘tuned in’, so that they know what to expect, both in general and particular tasks. This kind of preparatory work is generally described as ‘pre-listening work’ or just ‘pre-listening’. This stage can help students to build their prior knowledge. Pre-listening work can consist of a whole range of activities, including:

- a) The teacher gives background information;
- b) The students read something relevant;
- c) The students look at pictures;
- d) The students discuss of the topic/situation;
- e) Teacher gives question and answer session;
- f) Teacher gives written exercises;
- g) The students follow the instructions for while-listening activity;
- h) The students consider of how the while-listening activity will be done.

Each of this activity helps to focus students’ minds on the topic by narrowing down the things that the students expect to hear and activating relevant prior knowledge and already known language.²³ This stage aims to introduce the listening materials and this is conducted by discussing difficult words.

2) The While-Listening Stage

While-listening activities are what students are asked to do during the time that they are listening to the text. The purpose of while-listening activities is to

²³ Mary Underwood, *Op.Cit.*, p. 31

help learners develop the skill of eliciting messages from spoken language. While-listening activities should be interesting, so that students feel they want to listen and carry out the activities. Part of interest can stem from the topic and the content of what is said, and the listening text should be chosen with the interests of the students in mind.

The activities can be done in while-listening activity as follows:

- a) Marking/checking items in pictures;
- b) Storyline picture sets;
- c) Completing pictures;
- d) Picture drawing;
- e) Following a route;
- f) Form/chart completion;
- g) Labeling, etc.²⁴

3) The Post-Listening Stages

Post-listening activities embrace all the work related to a particular listening text which is done after the listening is completed. The activities can be done in post-listening such as role play, written work, extending lists, jigsaw listening, dictation, etc.²⁵ Post-listening activities help students internalize what they have listened.

²⁴ *Ibid.*, p. 46

²⁵ *Ibid.*, p. 74

3. Students' Listening Comprehension

Being able to listen well is an important part of communication for everyone. For the students, guided practice by a teacher is one of the best ways to improve this skill. A student with good listening comprehension skills will be able to participate more effectively in communicative situations. Teaching the skill of listening can not be emphasized enough in a communicative classroom.²⁶ Thus, the students have to develop their skill of listening comprehension because it is extremely important.

Based on the syllabus contained in School-Based Curriculum, listening is one of prominent skill that has to be mastered by the students. In listening skill, the students must be able to respond the meaning in the simple short monologue in the form of *descriptive* and *recount* text. Moreover, the simple short monologue in the form of descriptive and recount text are stated in the instructional outcome of listening skill that is prescribed in the School-Based Curriculum. The instructional outcome of listening skill especially for the second year of Junior High School is as follows:²⁷

²⁶ Justine Ross, ESL Listening Comprehension: Practical Guidelines for Teachers, *The Internet TESL Journal*, Kyoto-Japan, Vol. XII, No. 2, February 2006.

²⁷ Departemen Pendidikan Nasional, *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*, 2006, p. 19-22

Table II.1
Instructional Outcome of Listening in School-Based Curriculum

Standard Competence	Basic Competence	Indicators
Understanding the meaning in the simple short functional and monologue text in the form of <i>descriptive</i> and <i>recount</i> text to interact with the surroundings.	Responding the meaning in the simple short functional text in accurately, fluently and contextually to interact with the surroundings.	<ul style="list-style-type: none"> a. Respond the topic in oral functional descriptive text b. Identify the communicative purpose of descriptive text that be listened accurately. c. Identify the language features of functional descriptive text that be listened accurately.
	Responding the meaning in the simple short monologue in accurately, fluently and contextually to interact with the surroundings in the form of <i>descriptive</i> and <i>recount</i> text.	<ul style="list-style-type: none"> a. Respond the topic in oral functional descriptive text b. Respond the information in oral functional descriptive text c. Identify the communicative purpose of descriptive text that be listened accurately. d. Identify the language features of functional descriptive text that be listened accurately. e. Identify the language features of descriptive text carefully and logical thinking.

Based on the instructional outcome above, the writer only focuses on short monologue in the form of descriptive text. According to Zahrowi, descriptive text is a text which lists the characteristics of something. Descriptive writing or text is usually used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.²⁸

²⁸Ahmad Zahrowi, *Definition of Descriptive Text*, <http://ahmadzahrowi.wordpress.com/mapel/descriptive-text/>, retrieved on June 13rd 2012

According to Nunan cited in Brown, the listener does not require to respond to message in monologue. It is also called an informational listening. This is where information is communicated to the listener. Monologue can be planned such as speech, news report, weather forecast or other prewritten material or unplanned such as description of something, emergency announcement etc. Monologues are example of one way communication. The speaker usually uses spoken language for any length of time, as in speeches, lectures, news etc. The stream of the speech will go on whether or not the listeners comprehend.²⁹ Thus, the writer will prepare the short monologue in the form of *descriptive* text in teaching listening comprehension to the students.

In this research, the writer will use several indicators from syllabus and expert. According to Richard in Mardhatillah, the indicators of listening comprehension are:³⁰

- a) Students are able to identify the topic;
- b) Students are able to be an active listener;
- c) Students are able to identify understand what they heard;
- d) Students are able to receiving what they heard;
- e) Students are able to listen what the interlocutors are saying;
- f) Students are able to identify the character;
- g) Students are able to identify what happen in the text heard;

²⁹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New Jersey: Prentice Hall Regents, 1994, p. 237

³⁰ Mardhatillah, "A study on the Sixth Semester Students' Ability in Listening Comprehension after Viewing Video Programs at the ENGLISH STUDY PROGRAM FKIP-UNRI" Pekanbaru: Unpublished Thesis, 2007

- h) Students are able to identify the solution in the text heard;
- i) Students are able to get message from words;
- j) Students are able to get message from clauses;
- k) Students are able to get message from sentence;
- l) Students are able to identify the tenses;
- m) Students are able to identify where the story happen;
- n) Students are able to identify when the story happen;

Based on the syllabus in Islamic Boarding Junior High School Darel Hikmah Pekanbaru, the indicators of listening to descriptive text are:³¹

- a. The students are able to respond the topic in oral functional descriptive text
- b. The students are able to respond the information in oral functional descriptive text
- c. The students are able to identify the communicative purpose of descriptive text that be listened accurately.
- d. The students are able to identify the language features of functional descriptive text that be listened accurately.
- e. The students are able to identify the language features of descriptive text carrefully and logical thinking.

³¹ Syllabus of Islamic Boarding Junior High School Darel Hikmah Pekanbaru 2012/ 2013. Unpublished.

4. The Factors Influence Students' Listening Comprehension

Language learners often have difficulty in the first attempt to listen to a new language. According to Penny, there are some difficulties that learners have with listening to a foreign language, they are:³²

- a. I have trouble catching the actual sounds of the foreign language.
- b. I have to understand every word; if I miss something, I feel I am failing and get worried and stressed.
- c. I can understand people if they talk slowly and clearly; I can not understand fast, natural, native-sounding speech.
- d. I need to hear things more than once in order to understand.
- e. I find it difficult to 'keep up' with all the information I am getting, and cannot think ahead or predict.
- f. If the listening goes on a long time I get tired, and find it more and more difficult to concentrate.

Underwood states seven causes of obstacles to efficient listening comprehension. *First*, listeners can not control the speed of delivery. She says, "Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks". *Second*, listeners can not always have words repeated. This is a serious problem in learning situations. In the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Teachers decide what and when to repeat listening

³² Penny Ur, *A Course in Language Teaching; Trainee Book*, Cambridge: Cambridge University Press, 1999, p.43

passages; however, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard.

Third, listeners have a limited vocabulary. The speaker may choose words the listener does not know. Listeners sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. *Fourth*, listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as "secondly," or "then" are comparatively evident to listeners. In informal situations or spontaneous conversations, signals are more vague as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners.

Fifth, listeners may lack contextual knowledge. Sharing mutual knowledge and common content makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context. Nonverbal clues such as facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different cultures. *Sixth*, it can be difficult for listeners to concentrate in a foreign language. In listening comprehension, even the shortest break in attention can seriously impair comprehension.

Conversation is easier when students find the topic of the listening passage interesting; however, students sometimes feel listening is very tiring even if they are interested because it requires an enormous amount of effort to follow the meaning. *Seventh*, students may have established certain learning habits such as a wish to understand every word. Teachers want students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and so on. As a result, they tend to become worried if they fail to understand a particular word or phrase and they will be discouraged by the failure. It is necessary for students to tolerate vagueness and incompleteness of understanding.³³

Rubin states in his article, there five major factors affect students' listening comprehension, they are:³⁴

- a. Text characteristics (variation in a listening passage/text or associated visual support)
- b. Interlocutor characteristics (variation in the speaker's personal characteristics)
- c. Task characteristics (variation in the purpose for listening and associated responses)
- d. Listener characteristics (variation in the listener's personal characteristics)

³³ Mary Underwood, *Op.Cit.*, p. 16-19

³⁴ Joan Rubin, Review of Listening Comprehension Research, *Modern Language Journal*, Wheaton-Chicago, vol. 78, no. 2, June 1994, p. 199

- e. Process characteristics (variation in the listener's cognitive activities and in the nature of interaction between speaker and listener)

5. The Nature of Strategy

Strategy is the procedures used in learning, thinking, etc., which serve as a way of reaching a goal.³⁵ Strategy is also a series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students' efforts (i.e., to do the steps in order) and to remind the students what to do at each stage of the process.³⁶ Thus, the strategy has the students to perform a few steps in learning process.

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self confidence.³⁷ The students can easily understand the language learning because the strategy that used was appropriate.

Oxford stated that the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead

³⁵ Jack C. Richards and Richard Schmidt, *Op.Cit.*, p. 559

³⁶ Robert Reid and Torri Ortiz Lienemann, *Op.Cit.*, p. 18

³⁷ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, Boston: Heinle & Heinle Publisher, 1990, p. 1

to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.³⁸

Oxford's taxonomy of language learning strategies is shown in the following:³⁹

a. Direct Strategies

The first major class, direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situations. Direct strategies are language learning strategies that directly involve the target language. The direct class is composed of memory strategies, cognitive strategies and compensation strategies.

1) Memory Strategies

Memory strategies are used for remembering and retrieving new information such as grouping or using imagery. These strategies consist of creating mental linkages, applying images and sounds, reviewing well, and employing action.

2) Cognitive Strategies

Cognitive strategies are used for understanding and producing the language such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. These strategies

³⁸ Murat Hismanoglu, Language Learning Strategies in Foreign Language Learning and Teaching, *The Internet TESL Journal*, Vol. VI, No. 8, August 2000

³⁹ Rebecca L. Oxford, *Op.Cit.*, p. 14-15

consist of practicing, receiving and sending messages strategies, analyzing and reasoning, and creating structure for input and output.

3) Compensation Strategies

Compensation strategies are used for using the language despite knowledge gaps such as guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge. These strategies consist of guessing intelligently and overcoming limitations in speaking and writing.

b. Indirect Strategies

The second major strategy class - indirect strategies for general management of learning- can be linked to the director of play. This class is made up of metacognitive strategies, affective strategies and social strategies.

1) Metacognitive Strategies

Metacognitive strategies are used for coordinating the learning process. These strategies consist of centering the learning, arranging and planning the learning, and evaluating the learning.

2) Affective Strategies

Affective strategies are used for regulating emotions. These strategies consist of lowering your anxiety, encouraging yourself, and taking your emotional temperature.

3) Social Strategies

Social strategies are used for learning with others. These strategies consist of asking questions, cooperating with others and empathizing with others. In this case, many studies outside of the language learning field have strongly

demonstrated the utility of cooperative learning strategies. Cooperative learning consistently shows the following significant effect: higher self-esteem; increased confidence and enjoyment; more respect for the teacher, the school and the subject, etc.⁴⁰ Thus, corners strategy is one of the cooperative learning strategies in which provides the opportunity for students to learning with their friends. In this case, corners strategy can be included into indirect strategies especially social strategies.

6. The Nature of Corners Strategy

Corners Strategy is one of Kagan's cooperative structural approaches used for class building. Knowing one's classmates and gaining mutual respect are among the aims of class building. This strategy can be used in teaching listening. The students paraphrase what they heard from their friends in the corner. Corners is a useful structure to begin and end a lesson. By using this strategy, students can comprehend what their friends tell about.

Corners strategy is also used to ensure that all students participate in group activities. It helps to develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context. One advantage of this strategy is that it can be used to reinforce course content, to clarify student values, and to develop an understanding of differences in values and opinions. Not only does it encourage students to participate in activities by making decisions, it encourages students to cognitively justify their decisions.⁴¹

⁴⁰ *Ibid.*, p. 146

⁴¹ Keeley, *Science Formative Assessment 75 Practical Strategies for Linking Assessment, Instruction, and Learning*. New York: Corwin P, 2008, p. 1

In Corners strategy, students move a corner of the room designated to match their response or similar way of thinking. It provides an opportunity for students to make their ideas public. By meeting “in the corner” with students who have similar ideas, students can further discuss and clarify their own thinking with others before returning to their seats and engaging in discussion with the class or small groups of students with different ideas. In the process of explaining their thinking, students sometimes notice gaps or inconsistencies in their own reasoning and question whether they have enough information to be certain their ideas are plausible.⁴²

Corners also can be used to have students express, and listen to, various opinions on a topic, honing listening, critical thinking, and self-expression skills. It is clear that corners is an appropriate strategy to improve students’ listening comprehension. Kagan said that there are several steps have to done by the students in Corners strategy, they are: ⁴³

Corners of the classroom are designated for focused discussion of four aspects of a topic. Students individually think and write about the topic for a short time. Students group into the corner of their choice and discuss the topic. At least one student from each corner shares about the corner discussion.

a. The Benefits of Corners Strategy

Corners strategy offers several potential benefits in teaching listening as follows:

1. When students have appropriate “think and write time”, the quality of their responses improves.

⁴² *Ibid.*

⁴³ Kagan, S and M. Kagan, *Op.Cit.*, p. 228

2. Students stay on track because they are accountable for sharing with the rest of the class.
3. More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
4. Many students find it safer or easier to enter into a discussion with a classmate, rather than with a large group.
5. It is important for students to learn listening to different points of view can build on the ideas of others.⁴⁴
6. Elicit diverse points of view
7. Develop communication skills, especially listening and paraphrasing
8. Allow opportunities for shy students to function positively in small groups⁴⁵
9. Provides structured oral language development for students
10. A quick opportunity to get up out of their chairs and talk with another partner
11. Students are actively engaged in the activity and talking with a new partner
12. A brain break that provides for a motivating way for students to incorporate physical activity and social skills for students.⁴⁶

⁴⁴ Bennett, B. and C. Rolheiser, *Beyond Monet: The Artful Science of Instructional Integration*, Toronto: Queen's Printer for Ontario, 2006, p. 1

⁴⁵ Department of Program Development and Alignment, *Teaching Strategies*, Florida: The School Board of Broward County, 2000, p. 3

⁴⁶ Stanley C. Mantooth, *Engagement Ring; Effective Instructional Strategies*, California: Ventura County Office of Education, 2010, p. 16

Moreover, this strategy can foster emotional intelligence in a number of ways, such as:

1. **Self-Awareness:** Students clarify their own feelings and values by making a choice and articulating the reasons for their preference.
2. **Self-Control:** Think time is included in the structure to allow students to think through their decision before acting, breaking the impulse-action chain.
3. **Self-Motivation:** There are many determinants of self-motivation. One thing that increases self-motivation, though, is having repeatedly been motivated to complete a task. Corners is often used as a set for a lesson. By articulating a choice verbally, students are more motivated to write about that choice and to take action on that preference later.
4. **Empathy:** Students listen carefully to points of view different from their own and are held accountable for understanding the ideas of others via the paraphrasing.
5. **Relationship Skills:** Students acquire skills in listening, communicating their own point of view, patient waiting, and showing respect to ideas different from their own.⁴⁷

⁴⁷ Dr. Spencer Kagan, *Kagan Structures for Emotional Intelligence*, http://www.cooperativelearning.com/free_articles/dr_spencer_kagan/ASK14.php, retrieved on July 02nd 2012

7. Teaching by Using Corners Strategy toward Students' Listening Comprehension

a. The Procedures of Corners Strategy

1. **Announce Corner.** The teacher gives a topic and then announces the corners to the students, with a number in each corner and with visuals posted in each corner, if possible. Usually there are four corners, but sometimes three or more corners are appropriate, depending on the curriculum.
2. **Think and Write Time.** The teacher gives the students a bit of silent think time to clarify for themselves their preference. Have them write the number of their preferred corner on a slip of paper.
3. **Students Group in Corners.** Students go to their corners and pair up to express the reasons for their preferences. They then form groups of four within the corner, and each share with the group, the reasons of their partner gave. The teacher calls on students from one corner to announce.
4. **Students Paraphrase.** Students in pairs in the corners paraphrase the reason. This last sharing and paraphrasing is repeated for each corner. Students must listen carefully to the reasons of the other groups (high heels, hiking boots, loafers) in order to be able to correctly paraphrase them.

5. **Teams Review.** When students are back in their teams, they make sure that everyone can name reasons supporting each choice.⁴⁸

Based on the procedures stated above, corners strategy is a cooperative learning strategy that inspires students to take part in group activities. It is most suitably used when students are lethargic and need some meaningful physical movement in order to refocus. This strategy helps to develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context.⁴⁹ It can be used to buttress course content, clarify student viewpoints, and develop an understanding of differences in values and opinions. Not only does it stimulate students to take part in activities by making decisions, it also encourages them to cognitively justify their decisions. They can describe their decisions and then tell to their team.

Corners strategy also can be used to introduce a topic or let students share their prior knowledge. It facilitates student learning by allowing them reflect on course material and communicate their knowledge and understanding of a topic. As a cooperative learning strategy, it presents an opportunity for students to review, critique, reflect on, and appraise opinions. Students will have the chance to engage in meaningful dialogue with others who have these same or differing viewpoints. They not only acquire and build on previous knowledge, but also

⁴⁸ Kagan, S and M. Kagan, *Loc.Cit.*

⁴⁹ Cara Bradley and Eric Green, *Four Corners Teaching Strategy*, <http://www2.uregina.ca/ctl/2011/03/09/four-corners-teaching-strategy/>, retrieved on January 28th 2013

develop their presentation skills. In addition, tired students are re-energized in a four corners classroom.⁵⁰

A growing body of literature classifies the corners strategy as a cooperative learning strategy that motivates students and increases student retention by creating opportunities for students to see, hear, say and do. Furthermore, research has shown that individuals retain about twenty percent (20%) of what they hear, thirty percent (30%) of what they see, fifty percent (50%) of what they see and hear, seventy percent (70%) of what they see, hear, and say, ninety percent (90%) of what they see, hear, say, and do.⁵¹ Corners strategy, by prompting all these types of engagement, is therefore a highly effective teaching strategy especially to improve students' listening comprehension.

Therefore, it can be assumed that corners strategy is an appropriate strategy to improve students' listening comprehension. Using corners strategy, students can activate their prior knowledge, build their oral language skills and share the ideas that they heard in listening classroom. As Brown states that listening courses must make students use their prior knowledge in order to improve listening comprehension.⁵² Another advantage from this strategy is flexible and can be used for many topics, questions, and subject areas especially in listening course.

⁵⁰ *Ibid.*

⁵¹ The Teaching and Educational Development Institute Dr Debra Bath and Dr Calvin Smith with Caroline Steel (eLearning Section), *A Tutor's Guide to Teaching and Learning at UQ*, Queensland : © The University of Queensland, 2010, p.11

⁵² Steven Brown, *Op.Cit.*, p.2

A. Relevant Research

In order to avoid plagiarism, the writer states some researcher dealing with the student's listening comprehension as follows :

1. This is a research done by Sumiati in 2011 alumnus of State Islamic University of Sultan Syarif Kasim Riau entitled "The Effect of Using Three-Step Interview Strategy toward Students' Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency". The design of the research is a quasi experimental research type Non-equivalent Control Group Design. In this research, the writer will assign intact group the experiment and control group, administer a pretest to both group, giving treatment for experiment group only, and then the writer administer a posttest to assess the difference between the two group. The writer used purposive random sampling to determine the sample of the research. In the data presentation, the writer used observation and written test as the instruments. The result of this research is H_0 (Hypothesis Null) is rejected and H_a (Hypothesis Alternative) is accepted, in other words, Three-Step Interview give effect toward student' listening comprehension at the first year of state senior high school Dharma Pendidikan Kempas District of Indragiri Hilir Regency. It can be seen from the result of data calculation. The result of t-test is 2.71. The writer found that

$2.00 < 2.71 > 2.65$. it indicates that t_{observed} is higher than t_{table} in significant 5% and 1 %.⁵³

2. This is a research done by Zalia Utami, a 2010 alumnus of State Islamic University of Sultan Syarif Kasim Riau entitled “The Application of Bottom-Up and Top-Down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru”. The result is the application of Bottom-up and Top-down techniques in teaching listening comprehension can be categorized into “enough”, because there are some the important aspects that are implemented well by English teacher. It shows that the number of “yes” answer is 121 times or (58%) and 89 for “no” answer (42%). It can show that the highest answer is “no”. so, 58% is classified into standard value of 56%-45%. So, this standard value is categorized into ENOUGH category.⁵⁴

Based on the explanation above, it shows that the difference between the previous researcher is that both of the previous researchers aimed to know the improvement of the students’ ability in listening comprehension and the application of Bottom-up and Top-down techniques in teaching listening comprehension. Therefore, the writer only focuses on Corners strategy toward students’ listening comprehension.

⁵³ Sumiati, “The Effect of Using Three-Step Interview Strategy toward Students’ Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency”, Pekanbaru: Unpublished Thesis, 2011

⁵⁴ Zalia Utami, “The Application of Bottom-Up and Top-Down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru”, Pekanbaru: Unpublished Thesis, 2010

B. The Operational Concept

The operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concluded several indicators to be operated in the operational concept. In this research, there are two variables, they are (1) Corners Strategy as the independent variable and it is symbolized by X and (2) Students' listening comprehension, it is symbolized by Y.

1. Corners Strategy (X Variable) is classified the indicators as follows:
 - a. The teacher gives a topic and then announces the corners to the students, with a number and visuals posted in each corner.
 - b. The teacher gives the students a bit of silent think time to clarify for themselves their preference.
 - c. The teacher asks the students to write the number of their preferred corner on a slip of paper.
 - d. The teacher asks the students go to their corners and pair up to express the reasons for their preferences.
 - e. The teacher asks the students to form groups of four within the corner, and each share with the group, the reasons of their partner gave.
 - f. The teacher calls on students from one corner to announce.
 - g. Teacher asks the students work in pairs in the corners and then they paraphrase the reason. This last sharing and paraphrasing is repeated for each corner.

- h. The teacher tells the students have to listen carefully the reasons of the other groups in order to be able to correctly paraphrase them.
 - i. Teacher asks the students back to their teams and makes them sure that everyone can name reasons supporting each choice.
2. Students' Listening Comprehension (Y Variable) is classified the indicators as follows:
- a. The students are able to respond the topic in oral functional descriptive text
 - b. The students are able to respond the information in oral functional descriptive text
 - c. The students are able to identify the communicative purpose of descriptive text that be listened accurately.
 - d. The students are able to identify the language features of functional descriptive text that be listened accurately.
 - e. The students are able to identify the language features of descriptive text carrefully and logical thinking.

C. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that:

- a. The students' listening comprehension taught by using corners strategy is various.

- b. The students' listening comprehension taught by using conventional teaching method is various.
- c. The effect of using corners strategy will be better for students' listening comprehension.

2. The Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

- H₀ 1** : There is no significant difference of students' listening comprehension before being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.
- H_a 1** : There is significant difference of students' listening comprehension before being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.
- H₀ 2** : There is no significant difference of students' listening comprehension after being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

- H_a 2** : There is significant difference of students' listening comprehension after being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.
- H₀ 3** : There is no significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.
- H_a 3** : There is significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

The method of this research is experimental research. According to Gay, experimental research is the only type of research that can test hypothesis to establish cause-and-effect relationships.⁴⁹ This research is used when the writer want to establish possible cause and effect between the independent and dependent variables.⁵⁰ In this research, the writer used quasi-experimental design with nonequivalent control group which is intended to find out the effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

Quasi-experiment designs are experiments situations in which the researcher assigns, but not random assignment of participants to groups because the experimenter cannot artificially create groups for the experiment.⁵¹ It means that entire classrooms, not individual students, are assigned to treatments. Meanwhile, nonequivalent control group design is one of the most widespread experimental designs in educational research that involves an experimental group and a control group in both pretest and posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence.⁵²

⁴⁹ L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*, Six Ed. New Jersey: Prentice-Hall, Inc, 2000, p. 367

⁵⁰ Jhon.W.Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education, 2008, p. 299

⁵¹ *Ibid.*, p. 309

⁵² Donald T. Campbell and Julian Stanley, *Experimental and Quasy Experimental Designs for Research*, New York: Rand McNally and Company, 1963, p. 47

In conducting the research, the writer divided the class into control and experimental class. The students were administered by giving pretest at the beginning in order to know their comprehension in listening. After that they were given the treatment at the middle in experimental class. At the end, they were given posttest. In the research, the pretest and posttest are compared in order to determine the effect of using corners strategy toward students' listening comprehension. The research design can be illustrated as follows:

Table III.1
The Research Design

Group	Pre-Test	Treatment	Post-Test
X ₁	T1		T2
X ₂	T1		T2

Where:

X₁ : Control Group

X₂ : Experimental Group

T1 : Pre-test for Experimental and control group

: Receiving particular treatment

: No treatment

T2 : Post-test for experimental and control group

B. Location and Time of the Research

This research was conducted at Islamic Boarding Junior High School Darel Hikmah Pekanbaru that is located at Manyar Sakti Street KM. 12 Panam in

2012-2013 of academic year and the data was collected from February to March 2013.

C. Subject and Object of the Research

The subject of this research was the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru. The writer focused on female students in facilitating the research and it is also the regulation of the school. The object of this research was the effect of using corners strategy toward students' listening comprehension.

D. Population and Sample

The population of this research was the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru in 2012-2013 academic years. It consists of six classes which all the students were female. The specification of the population can be seen on the table below:

Table III.2
The Total Population of the Research

No	Class	Population
1	VIII A ¹	34
2	VIII A ²	30
3	VIII A ³	33
4	VIII A ⁴	30
5	VIII A ⁵	30
6	VIII A ⁶	30
Total		187

The population above was large enough to be all taken as sample of the research. Based on the limitation of the research, the writer took the sample by using cluster sampling. According to Gay, Cluster Sampling randomly selects groups, not individuals. All the members of selected groups have similar characteristics.⁵³ McMillan also stated that cluster sampling involves the random selection of naturally occurring groups or areas and then the selection of individual elements from the chosen groups or areas.⁵⁴ Therefore, the writer took two classes to represent the population having similar characteristics.

The similar characteristics intended for the both classes are: the students were taught by the same teacher of English, the students had the same level, and the students had the same material about learning of listening. Class VIII A⁴ was control class and class VIII A⁵ was experimental class.

Table III.3
Sample of the Research

VIII A ⁴	Control class	30
VIII A ⁵	Experimental class	30
Total		60

Actually, the total samples of this research were 60 students, but not all of the students could be taken as the sample. It was because there were four students either in control or experimental class seldom attended the class during the

⁵³ L.R. Gay and Peter Airasian, *Op.Cit.*, p. 129

⁵⁴ James. H. McMillan, *Educational Research: Fundamentals for the Consumer, Second Edition*, New York: Harper Collins Publishers Inc, 1996, p. 87.

meeting because of sickness, absent, etc. Therefore, the samples of this research were 56 students.

E. Technique of Collecting Data

In order to get the data needed in the research, the writer used listening comprehension test as the instruments. The test was conducted in order to determine the students' listening comprehension. The questions consist of 25 questions in the form of multiple choices. The questions were related to the indicators of listening comprehension. The test was divided into two kinds of tests; pre-test and post-test. Pre-test was given once before the treatment and post-test was also given once after the treatment. The treatment was given for six meetings of studying in classroom. The test was given twice that consist of pre-test and post-test. Pre-test was given to determine students' ability in listening comprehension before getting the treatment. Then, post-test was given to determine students' listening comprehension after getting the treatment. Before the test was conducted, the writer gave the students reliability and validity test.

1. Validity

The test used for testing students' listening comprehension had to have validity. The test is said to be valid if it measures what it is supposed to measure and, consequently, permits appropriate interpretations of test scores.⁵⁵ To analyze

⁵⁵ L.R. Gay and Peter Airasian, *Op.Cit.*, p. 191

the validity of data, the writer used items of difficulty by using the formula below.⁵⁶

$$P = \frac{B}{JS}$$

Where :

P : Index of difficulty

B : The number of the correct answer

JS : The number of students taking test

The standard level of difficulty is < 0.30 and > 0.70 . Then, the proportion correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. It can be seen in the following tables:

Table III.4
The students are able to respond the topic in oral functional descriptive text

Variable	Respond the topic in oral functional descriptive text					N
Item no	1	6	11	16	21	25
Total of Correct item	17	17	14	14	14	
P	0.68	0.68	0.56	0.56	0.56	

Based on the table above, the item number for responding the topic in oral functional descriptive text was 1, 6, 11, 16, and 21. It showed that the proportion of correct answer number 1 was 0.68, and the proportion of correct answer

⁵⁶ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2011, p. 208

number 6 was 0.68, and the proportion of correct answer number 11 was 0.56, and the proportion of correct answer number 16 was 0.56, and the proportion of correct answer number 21 was 0.56. The total correct answer of the topic was 0.60. Then, based on of standard difficulty “P” must be in the middle of 0.30 to 0.70. So, the item of difficulties for responding the topic was accepted.

Table III. 5
The students are able to respond the information in oral functional descriptive text

Variable	Respond the information in oral functional descriptive text					N
Item no	2	7	13	18	23	25
Total of Correct item	15	13	12	15	14	
P	0.60	0.52	0.48	0.60	0.56	

Based on the table above, the item number for responding the information in oral functional descriptive text was 2, 7, 13, 18, and 23. It showed that the proportion of correct answer number 2 was 0.60, and the proportion of correct answer number 7 was 0.52, and the proportion of correct answer number 13 was 0.48, and the proportion of correct answer number 18 was 0.60, and the proportion of correct answer number 23 was 0.56. The total correct answer of the topic was 0.55. Then, based on of standard difficulty “P” must be in the middle of 0.30 to 0.70. So, the item of difficulties for responding the information in oral functional descriptive text was accepted.

Table III.6
The students are able to identify the communicative purpose of descriptive text that be listened accurately

Variable	Identify the communicative purpose of descriptive text that be listened accurately					N
Item no	3	8	12	17	22	25
Total of Correct item	14	13	17	13	16	
P	0.56	0.52	0.68	0.52	0.64	

Based on the table above, the item number for identifying the communicative purpose of descriptive text was 3, 8, 12, 17, and 22. It showed that the proportion of correct answer number 3 was 0.56, and the proportion of correct answer number 8 was 0.52, and the proportion of correct answer number 12 was 0.68, and the proportion of correct answer number 17 was 0.52, and the proportion of correct answer number 22 was 0.64. The total correct answer of the topic was 0.58. Then, based on of standard difficulty “P” must be in the middle of 0.30 to 0.70. So, the item of difficulties for identifying the communicative purpose of descriptive text was accepted.

Table III.7
The students are able to identify the language features of functional
descriptive text that be listened accurately

Variable	Identify the language features of functional descriptive text that be listened accurately					N
Item no	4	9	14	19	24	25
Total of Correct item	15	11	13	13	13	
P	0.60	0.44	0.52	0.52	0.52	

Based on the table above, the item number for identifying the language features of functional descriptive text was 4, 9, 14, 19, and 24. It showed that the proportion of correct answer number 4 was 0.60, and the proportion of correct answer number 9 was 0.44, and the proportion of correct answer number 14 was 0.52, and the proportion of correct answer number 19 was 0.52, and the proportion of correct answer number 24 was 0.52. The total correct answer of the topic was 0.52. Then, based on of standard difficulty “P” must be in the middle of 0.30 to 0.70. So, the item of difficulties for identifying the language features of functional descriptive text was accepted.

Table III.8
The students are able to identify the language features of descriptive text
carrefully and logical thinking

Variable	Identify the language features of descriptive text carrefully and logical thinking					N
Item no	5	10	15	20	25	25
Total of Correct item	17	15	14	13	17	
P	0.68	0.60	0.56	0.52	0.68	

Based on the table above, the item number for identifying the language features of descriptive text was 5, 10, 15, 20, and 25. It showed that the proportion of correct answer number 5 was 0.68, and the proportion of correct answer number 10 was 0.60, and the proportion of correct answer number 15 was 0.56, and the proportion of correct answer number 20 was 0.56, and the proportion of correct answer number 25 was 0.52. The total correct answer of the topic was 0.60. Then, based on of standard difficulty “P” must be in the middle of 0.30 to 0.70. So, the item of difficulties for identifying the language features of descriptive text was accepted.

2. Reliability

Reliability is the other important thing in measuring the instrument. Reliability is used to know the consistency of the test. According to Weir, a reliable test can be depended on producing similar results in repeated uses.⁵⁷ It focuses on how

⁵⁷ Cyril J. Weir, *Language Testing and Validation*, New York: Palgrave Macmillan, 2005, p. 22

many items were given to respondents. Reliability is related to validity. Even validity is more important, but reliability supports validity⁵⁸. There are several formulas that can be used to measure the reliability of the test. In this research, the writer used Kuder Richardson (K-R 20) formula to calculate the reliability of the test. The formula can be seen below:⁵⁹

$$r_{ii} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

r_{ii} = reliability

n = total items

S = standard deviation

p = Proportion of correct item

q = Proportion of wrong item (q = 1-p)

$\sum pq$ = total of p.q

$$S = \sqrt{\frac{\sum x^2}{N}}$$

Where:

S = standard deviation

N = total of respondent

$$S = \sqrt{\frac{828.8}{25}}$$

$$= 5.76$$

⁵⁸ Suharsimi, *Op.Cit.*, p.87

⁵⁹ *Ibid.*, p. 97 - 102

$$n = 25$$

$$S = 5.76$$

$$\sum pq = 5.98$$

$$\sum x^2 = 828.8$$

$$N = 25$$

So,

$$\begin{aligned} r_{ii} &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\ &= \left(\frac{25}{25-1} \right) \left(\frac{5.76^2 - 5.98}{5.76^2} \right) \\ &= \left(\frac{25}{24} \right) \left(\frac{33.18 - 5.98}{33.18} \right) \\ &= (1.04)(0.819) \\ &= \mathbf{0.851} \end{aligned}$$

$$r_{ii} > r_t$$

Based on the result of calculation above, the score of reliability test was **0.851**. After getting the score of reliability, it should be consulted with “r” product moment table. The score should be higher than significant level of 1% and significant level of 5%. Then significant level of 1% (r_t) is 0.515 and significant level of 5% (r_{ii}) was 0.404. So, it could be analyzed that r_{ii} higher than r_t or $0.404 < \mathbf{0.851} > 0.515$. Thus, the instrument of this research was reliable.

F. Technique of Analyzing Data

In this research, the writer statistically analyzed the data by using SPSS 16.0 version. First, the writer analyzed the data by using Independent Sample t-test to know whether the result of the research is statistically significant or not. According to Hartono, t-test is used to know whether there is significant different of mean between two variables or not. The formula can be seen as follows⁶⁰:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o	=	The value of t – obtained
M_x	=	Mean score of experimental sample
M_y	=	Mean score of control sample
SD_x	=	Standard deviation of experimental group
SD_y	=	Standard deviation of control group
N	=	Number of the students

The t_{table} is employed to see whether there is significant difference between the mean score of both experimental and control group. The $t_{obtained}$ value was consulted with the value of t_{table} at the degree of freedom. The formula can be seen as follows:

⁶⁰ Hartono. *Statistik untuk Penelitian..* Yogyakarta: Pustaka Pelajar, 2008. p. 193

$$df = N_x + N_y - 2$$

Note:

d_f : the degree of freedom

N_x : the number of students in experimental class

N_y : the number of students in control class

Second, the writer analyzed the data by using Paired Sample t-test to know whether the significant effect of students' listening comprehension taught by using corners strategy or not. The formula can be seen as follows:

$$t = \frac{\sum d}{\frac{\sqrt{n(\sum d^2) - (\sum d)^2}}{n - 1}}$$

Then, the hypothesis is:

H_a : $t_o > t_{table}$

H_o : $t_o < t_{table}$

H_a is accepted if $t_o > t_{table}$ or there is significant effect of using corners strategy toward students' listening comprehension.

H_o is accepted if $t_o < t_{table}$ or there is no significant effect of using corners strategy toward students' listening comprehension.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Description

The purpose of the research were to find out the significant effect of students' listening comprehension before being taught by using corners strategy for experimental class and conventional teaching method for control group, the significant effect of students' listening comprehension after being taught by using corners strategy for experimental class and conventional teaching method for control group, and the significant effect of using corners strategy toward listening comprehension of the second year students.

In this research, the writer gave pre-test to control and experimental class. The students listened to the text carefully and answered multiple choices question that consists of 25 items about descriptive text. Before that, the writer gave try out to another class beside control and experimental class to prove whether the test was reliable or not. The result of try out was 0.851 and it means that the test was reliable. Then, the writer gave the treatment to experimental class. After giving the treatment, the writer gave post-test to control and experimental class to find out significant different of mean between pre-test and post-test.

The total score of pre-test and post-test in both classes was significantly different. The total score of pre-test in control class was 1386, while the highest score was 70 and the lowest score was 40. Then, the total score of post-test in control class was 1676, while the highest score was 84 and the lowest score was 40. The total score of pre-test in experimental class was 1608, while the highest

score was 80 and the lowest score was 40. Then, the total score of post-test in experimental class was 1980, while the highest score was 84 and the lowest score was 48.

B. Data Presentation

The data of this research were taken from the score of pre-test and post-test both control and experimental class. The writer gave the pre-test before doing the treatment and post-test after doing the treatment. The test was based on the indicators of listening comprehension that were provided by that school. The listening test was about descriptive text that was quoted from student's handbooks.

1. Students' Listening Comprehension before being Taught by Using Corners Strategy for Experimental Class and Conventional Teaching Method for Control Class

The data of the students' listening comprehension before being taught by using corners strategy were gotten from pre-test of VII A 5 as experimental class and the data of the students' listening comprehension before being taught by using conventional teaching method were gotten from pre-test of VII A 4 as control class that both of class consists of 28 students, The data description can be seen from the output of SPSS 16.0 below:

Table IV.1
The Frequency Distribution of Listening Comprehension Test Score in
Control Class

Pre-test Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	40	6	21.4	21.4	21.4
2	44	6	21.4	21.4	42.9
3	48	2	7.1	7.1	50.0
4	52	8	28.6	28.6	78.6
5	56	1	3.6	3.6	82.1
6	60	3	10.7	10.7	92.9
7	64	1	3.6	3.6	96.4
8	72	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Based on table IV.2, it can be seen that there were 28 students. In interval, 40 the frequency was 6 students (21.4%). In interval 44, the frequency was 6 students (21.4%). In interval 48, the frequency was 2 students (7.1%). The frequency of interval 52 was 8 students (28.6%). The frequency of interval 56 was 1 student (3.6%). The frequency of interval 60 was 3 students (10.7%). The frequency of interval 64 was 1 student (3.6%). And the frequency of interval 72 was 1 student (3.6%). There were 25 items of listening comprehension test given to the students in this research. The data were obtained by using SPSS 16.0. The data of frequency distribution of listening comprehension in control class can be seen in table IV.3:

Table IV.2
The Frequency Distribution of Listening Comprehension Test Score in
Experimental Class

Pre-test Experimental Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	40	2	7.1	7.1	7.1
2	44	2	7.1	7.1	14.3
3	48	4	14.3	14.3	28.6
4	52	4	14.3	14.3	42.9
5	56	2	7.1	7.1	50.0
6	60	6	21.4	21.4	71.4
7	64	1	3.6	3.6	75.0
8	68	3	10.7	10.7	85.7
9	72	3	10.7	10.7	96.4
10	80	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Based on table IV.3, it can be seen that there were 28 students. In interval, 40 the frequency was 2 students (7.1%). In interval 44, the frequency was 2 students (7.1%). In interval 48, the frequency was 4 students (14.3%). The frequency of interval 52 was 4 students (14.3%). The frequency of interval 56 was 2 students (7.1%). The frequency of interval 60 was 6 students (21.4%). The frequency of interval 64 was 1 student (3.6%). The frequency of interval 68 was 3 students (10.7%). The frequency of interval 72 was 3 students (10.7%). And the frequency of interval 80 was 1 student (3.6%).

The mean and the standard deviation were needed in analyzing data which were gotten from pre-test score in control group and pre-test score in experimental

class. The mean and the standard deviation were obtained by using SPSS 16.0.

The data can be seen from following table:

Table IV.3
The Mean and Standard Deviation of Pre-test in Control and Experimental Class

Statistics

		Pre-test Control Class	Pre-test Experimental Class
N	Valid	28	28
	Missing	0	0
Mean		49.50	57.29
Std. Deviation		8.122	10.558

From the table above, the mean of pre-test in control class was 49.50 and the standard deviation of pre-test in control class was 8.122. The mean of pre-test in experimental class was 57.29 and the standard deviation of pre-test in experimental class was 10.558.

2. Students' Listening Comprehension after being Taught by Using Corners Strategy for Experimental Class and Conventional Teaching Method for Control Class

There were 25 items of listening comprehension test given to the students in this research. The data of the students' listening comprehension after being taught by using corners strategy for experimental class were gotten from post-test score of VII A 5 as experimental class and the data of the students' listening comprehension after being taught by using conventional teaching method for control class were gotten from post-test score of VII A 4 as control class. Both of

class consists of 28 students. The data description of students' score in post-test in experimental and control class can be seen from the following table:

Table IV.4
The Frequency Distribution of Listening Comprehension Test Score in
Experimental Class

Post-test Experimental Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	48	1	3.6	3.6	3.6
2	56	3	10.7	10.7	14.3
3	64	2	7.1	7.1	21.4
4	68	3	10.7	10.7	32.1
5	72	9	32.1	32.1	64.3
6	76	6	21.4	21.4	85.7
7	80	2	7.1	7.1	92.9
8	84	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Based on table IV.7, it can be seen that there were 28 students. In interval, 48 the frequency was 1 student (3.6%). In interval 56, the frequency was 3 students (10.7%). In interval 64, the frequency was 2 students (7.1%). The frequency of interval 68 was 3 students (10.7%). In interval 72, the frequency was 9 students (32.1%). The frequency of interval 76 was 6 students (21.4%). In interval 80, the frequency was 2 students (7.1%). And the frequency of interval 84 was 2 students (7.1%).

There were 25 items of listening comprehension test given to the students in this research. The highest score of post-test in control class was 84 and the

lowest score was 40. The data were obtained by using SPSS 16.0. The data description of post-test in control class can be seen in table IV.8:

Table IV.5
The Frequency Distribution of Listening Comprehension Test Score in
Control Class

Post-test Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	40	4	14.3	14.3	14.3
2	44	1	3.6	3.6	17.9
3	48	2	7.1	7.1	25.0
4	52	1	3.6	3.6	28.6
5	56	1	3.6	3.6	32.1
6	60	8	28.6	28.6	60.7
7	64	4	14.3	14.3	75.0
8	68	1	3.6	3.6	78.6
9	72	2	7.1	7.1	85.7
10	76	1	3.6	3.6	89.3
11	80	2	7.1	7.1	96.4
12	84	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Based on table IV.8, it can be seen that there were 28 students. In interval 40, the frequency was 4 students (14.3%). In interval 44, the frequency was 1 student (3.6%). In interval 48, the frequency was 2 students (7.1%). In interval 52, the frequency was 1 student (3.6%). In interval 56, the frequency was 1 student (3.6%). In interval 60, the frequency was 8 students (28.6%). The frequency of interval 64 was 4 students (14.3%). The frequency of interval 68 was 1 student

(3.6%). The frequency of interval 72 was 2 students (7.1%). The frequency of interval 76 was 1 student (3.6%). The frequency of interval 80 was 2 students (7.1%). And the frequency of interval 84 was 1 student (3.6%).

The mean and the standard deviation were needed in analyzing data which were gotten from post-test score in experimental and control class. The mean and the standard deviation were obtained by using SPSS 16.0. The data can be seen from following table:

Table IV.6
The Mean and Standard Deviation of Post-test score in Experimental and Control Class

Statistics

		Post-test Experimental Class	Post-test Control Class
N	Valid	28	28
	Missing	0	0
Mean		70.71	59.86
Std. Deviation		8.576	12.578

From the table above, the mean of post-test in experimental class was 70.71 and the standard deviation of pre-test in experimental class was 8.576. The mean of post-test in control class was 59.86 and the standard deviation of post-test in control class was 12.578.

C. Data Analysis

1. The Data Analysis of Students' Listening Comprehension before being Taught by Using Corners Strategy for Experimental Class and Conventional Teaching Method for Control Class

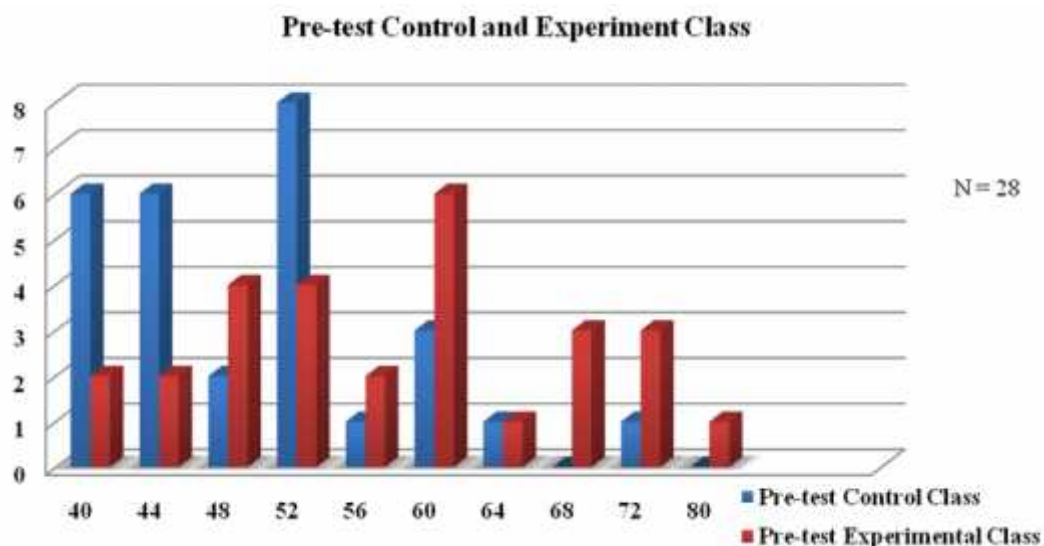
The data of the students' pre-test score in experimental class were obtained from the result of their listening comprehension before being taught by using corners strategy and the data of the students' pre-test score in control class were obtained from the result their listening comprehension before being taught by using conventional strategy. It can be seen from the independent samples test that was obtained by using SPSS 16.0 in the following table:

Table IV.7
The Differences between Students' Pre-test Score in Control and Experimental Class

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Pre-test Experimental and Control Class	Control	28	49.50	8.122	1.535
	Experimental	28	57.28	10.558	1.995

From table IV.11 it can be seen that the mean of pre-test in the control class was 49.50 and the standard deviation of pre-test in the control class was 8.122. The mean of pre-test in the experimental class was 57.28 and the standard deviation of pre-test in the experimental class was 10.558. So, the mean and the standard deviation of pre-test score in the control and experimental class were significantly different. It can be seen in the chart below:

Bar Chart IV.1

From the bar chart above, it shows that the score of pre-test in the control class is lower than pre-test in the experimental class. After seeing the mean between pre-test score in the control and experimental class, the writer analyzed the differences between pre-test score in the control and experimental class by using SPSS 16.0 that can be seen in the table below:

Table IV.8
Independent Samples Test of Pre-test Score in Control and Experimental Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test Experimental and Control Class	Equal variances assumed	2.270	.138	3.093	54	.003	-7.786	2.517	-12.832	-2.739
	Equal variances not assumed			3.093	50.67	.003	-7.786	2.517	-12.840	-2.731

From the table of independent samples test showed that the t-test result was 3.093, df was 54, significant was 0.003, mean difference was -7.786, standard error was 2.517, lower difference interval was -12.832, and upper difference interval was -2.739. There were two ways that can be done in interpreting t_o . They were:

- a. By comparing t_o (t-obtained) to t table from df = 54, it is found that the level significance of 5% was 2.01 and the level significance of 1% is 2.68. If t_o (t-obtained) > t table, it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if t_o (t-obtained) < t table, it means that alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted
- b. By orientating number of significance. If probability > 0.05, null hypothesis (H_o) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that t_o higher than t table. The finding of t_o 3.093 while the level significance of 5% was 2.01 and the level significance of 1% is 2.68. It can be read that **2.01 < 3.093 > 2.68**. Thus, the writer can conclude that H_a is accepted and H_o is rejected. In other word, there is significant difference between pre-test in experimental class before being taught by using corners strategy and pre-test in control class before being taught conventional teaching method corners strategy.

2. The Data Analysis of Students' Listening Comprehension after being Taught by Using Corners Strategy for Experimental Class and Conventional Teaching Method for Control Class

The data of the students' post-test score in experimental class were obtained from the result of their listening comprehension after being taught by using corners strategy and the data of the students' post-test score in control class were obtained from the result of their listening comprehension after being taught by using conventional teaching method. It can be seen from the independent samples test that was obtained by using SPSS 16.0 in the following table:

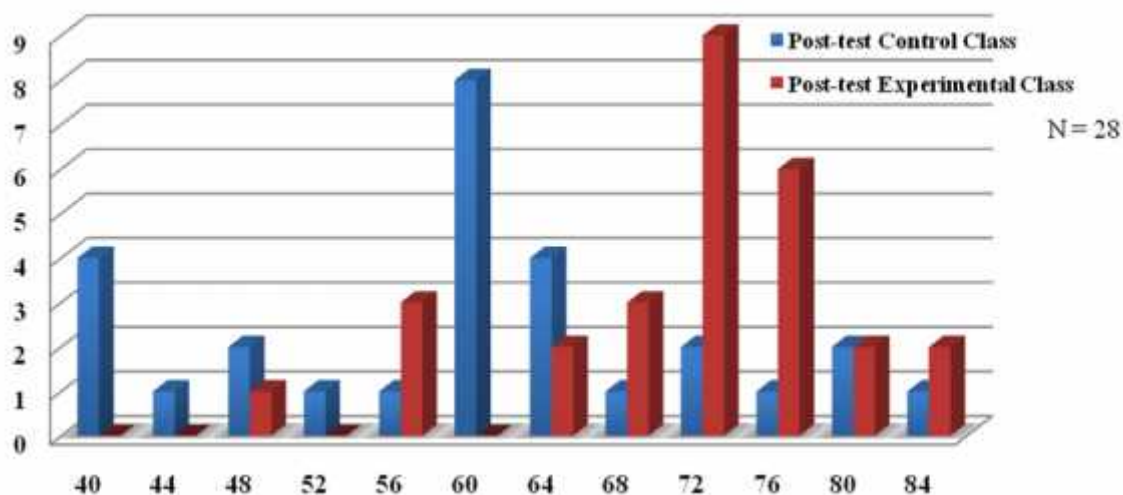
Table IV.9
The Mean and Standard Deviation of Post-test score in Experimental and Control Class

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Listening Comprehension	Control	28	59.86	12.578	2.377
	Experiment	28	70.71	8.576	1.621

From table IV.13 it can be seen that the mean of post-test in control class was 59.86 and the standard deviation of post-test in control class was 12.578. The mean of post-test in the experimental class was 70.71 and the standard deviation of post-test in the experimental class was 8.576. So, the mean and the standard deviation of post-test in control and experimental class were significantly different. It can be seen in the chart below:

Bar Chart IV.2
Post-test Control and Experiment Class



From the bar chart above, it shows that the score of post-test in the control class is lower than the experimental class. After seeing the mean between post-test in control and experimental class, the writer analyzed the differences between post-test score in the control and experimental class by using SPSS 16.0 that can be seen in the table below:

Table IV.10
Independent Samples Test of Post-test Score in Control and Experimental Class

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Listening Comprehension	Equal variances assumed	2.555	.116	3.774	54	.000	-10.857	2.877	-16.625	-5.089
	Equal variances not assumed			3.774	47.643	.000	-10.857	2.877	-16.642	-5.071

From the table of independent samples test showed that the t-test result was 3.774, df was 54, significant was 0.000, mean difference was -10.857 standard error was 2.877, lower difference interval was -16.625, and upper difference interval was -5.089. There were two ways that can be done in interpreting t_o . They were:

- a. By comparing t_o (t-obtained) to t table from df = 54, it is found that the level significance of 5% was 2.01 and the level significance of 1% is 2.68. If t_o (t-obtained) > t table, it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if t_o (t-obtained) < t table, it means that alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted
- b. By orientating number of significance. If probability > 0.05, null hypothesis (H_o) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that t_o higher than t table. The finding of t_o 3.774 while the level significance of 5% was 2.01 and the level significance of 1% is 2.68. It can be read that **2.01 < 3.774 > 2.68**. Thus, the writer can conclude that H_a is accepted and H_o is rejected. In other word, there is significant difference between post-test in experimental class after being taught by using corners strategy and post-test in control class after being taught conventional teaching method corners strategy.

3. The Data Analysis of the Effect of Using Corners Strategy Toward Listening Comprehension of the Second Year Students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru

To find out the significant effect of using corners strategy toward students' listening comprehension, the writer showed the paired samples statistics from the pre-test and post-test score in experimental class. The data were taken by using SPSS 16.0 that can be seen from the table below:

Table IV.11
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	57.50	28	10.745	2.031
	Post-test Experimental Class	70.71	28	8.576	1.621

Based on the table above, the total students from each class were 28 students in the control class. The mean of pre-test in experimental class was 57.50 and the mean of post-test in experimental class was 70.71. The standard deviation of pre-test in experimental class was 10.745 and the standard deviation of post-test in experimental class was 8.576. Then, the standard error mean from pre-test in experimental class was 2.031 and the standard error mean from post-test in experimental class was 1.621.

Table IV.12
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Experimental Class & Post-test Experimental Class	28	.395	.038

Based on the table above, the total students from each class were 28 students. The correlation between pre-test and post-test in experimental class was 0.395 and the significant was 0.038. There were two ways that can be done in interpreting sig. They were:

- a. By orientating number of significance. If $\alpha = 0.05$ Sig., null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.
- b. If $\alpha = 0.05$ Sig. thus null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that Sig. higher than $\alpha = 0.05$. The finding of Sig. was 0.03. It can be read that **0.05** **0.03**. Thus, the writer can conclude that H_a is accepted and H_0 is rejected. In other word, there is significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

Table IV.13
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Experimental Class - Post-test Experimental Class	-13.214	10.782	2.038	-17.395	-9.034	6.485	27	.000

From the table of paired samples test showed that the mean was -13.214, standard deviation was 10.782, standard error mean was 2.038, lower difference

interval was -17.395, and upper difference interval was -9.034, t-test result was 6.485, df was 27, and significant was 0.000.. There were two ways that can be done in interpreting t_o . They were:

- a. By comparing t_o (t-obtained) to t table from df = 27, it is found that the level significance of 5% was 2.05 and the level significance of 1% is 2.77. If t_o (t-obtained) > t table, it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if t_o (t-obtained) < t table, it means that alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted
- b. By orientating number of significance. If probability > 0.05, null hypothesis (H_o) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that t_o higher than t table. The finding of t_o 6.485 while the level significance of 5% was 2.05 and the level significance of 1% is 2.77. It can be read that **2.05 < 6.485 > 2.77**. Thus, the writer can conclude that H_a is accepted and H_o is rejected. In other word, there is significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

H_a is accepted if $t_o > t_{table}$ or there is significant effect of using corners strategy toward students' listening comprehension.

H_o is accepted if $t_o < t_{table}$ or there is no significant effect of using corners strategy toward students' listening comprehension.

Based on the explanation above, the writer concluded that the writer could answer the question of formulation of problem:

- a. There is significant effect of students' listening comprehension before being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.
- b. There is significant effect of students' listening comprehension after being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.
- c. There is significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation and data analysis explained in chapter IV, finally the writer gave a conclusion of the research about the effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru. as follows:

1. There is significant difference of students' listening comprehension before being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru. It can be seen from the result of data calculation ($2.01 < \mathbf{3.093} > 2.68$).
2. There is significant difference of students' listening comprehension after being taught by using corners strategy for experimental class and conventional teaching method for control class of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru. It can be seen from the result of data calculation ($2.01 < \mathbf{3.774} > 2.68$).
3. There is significant effect of using corners strategy toward listening comprehension of the second year students at Islamic Boarding Junior High School Darel Hikmah Pekanbaru. It can be seen from the result of data calculation ($2.05 < \mathbf{6.485} > 2.77$).

B. Suggestion

Considering the result of this study, the writer would like to purpose some suggestions. They are:

1. Suggestion for Teachers

- a. To build up of creative and enjoyable learning for students in order to make the students fell interested and not bored in doing their listening exercises or tasks should be developed by English teacher, for instance by using corners strategy.
- b. Teachers should support his/her teaching technique or strategy by using interesting and representative media. Teacher involve the students to listen English news/story and build a favorable atmosphere at times of teaching learning process conducted because the conductive condition in teaching would become one asset to carry the success of material to be taught.

2. Suggestion for Students

- a. The students should pay more attention to the lesson that has explained by the teacher.
- b. The students should be creative and more motivated to improve their listening ability.

3. Suggestion for the Other Researchers

- a. The researchers are expected to find the new technique, strategy, method, and approaches in order to make the students feel joyful in learning English.

BIBLIOGRAPHY

- Arikunto, Suharsimi., 2011, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara
- Badan Standar Nasional Pendidikan, 2006, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta: BSNP.
- Bennett, B. and C. Rolheiser., 2006, *Beyond Monet: The Artful Science of Instructional Integration*, Toronto: Queen's Printer for Ontario.
- Bradley, Cara and Eric Green, *Four Corners Teaching Strategy*, <http://www2.uregina.ca/ctl/2011/03/09/four-corners-teaching-strategy/>, retrieved on January 28th 2013
- Brown, Steven., 2006, *Teaching Listening*, Cambridge: Cambridge University Press.
- Brown, H. Douglas., 1994, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New Jersey: Prentice Hall Regents.
- Campbell, Donald T. and Julian Stanley, 1963, *Experimental and Quasy Experimental Designs for Research*, New York: Rand McNally and Company
- Cresswell, Jhon W., 2008, *Educational Research: Planning, Conducting, and Evaluating Quantitave and Qualitative Research*, New Jersey: Pearson Education.
- Department of Program Development and Alignment, 2000, *Teaching Strategies*, Florida: The School Board of Broward County.
- Gay, L.R. and Peter Airasian., 2000, *Educational Research Competencies for Analysis and Application, Six Ed.*, New Jersey: Prentice-Hall, Inc.
- Harmer, Jeremy., 1998, *How to Teach English : An Introduction to the Practice of English Language Teaching*, Harlow: Addison Wesley Longman.
- Hartono, 2008, *Statistik untuk Penelitian*, Yogyakarta: Pustaka Pelajar
- HighReach Learning.com, *Listening Comprehension*, http://www.highreach.com/highreach_cms/LinkClick.aspx?fileticket=XGCnL-0ev_o%3D&tabid=106. Retrieved on October 24th, 2011.

- Kagan, Dr. Spencer., *Kagan Structures for Emotional Intelligence*, http://www.cooperativelearning.com/free_articles/dr_spencer_kagan/ASK14.php, retrieved on July 02nd 2012 .
- Kagan, S and M. Kagan., 2009, *Kagan Cooperative Learning*, San Clemente, CA: Kagan Publising.
- Keeley, 2008, *Science Formative Assessment 75 Practical Strategies for Linking Assessment, Instruction, and Learning*. New York: Corwin P.
- Mardhatillah, "A study on the Sixth Semester Students' Ability in Listening Comprehension after Viewing Video Programs at the ENGLISH STUDY PROGRAM FKIP-UNRI" Pekanbaru: Unpublished Thesis, 2007
- McMillan, James. H., 1996, *Educational Research: Fundamentals for the Consumer, Second Edition*, New York: HarperCollins Publishers Inc.
- Nation, I. S. P. and J. Newton., 2009, *Teaching ESL/EFL Listening and Speaking*, New York: Routledge, Taylor & Francis
- Reid, Robert and Torri Ortiz Lienemann., 2006, *Strategy Instruction for Students with Learning Disabilities*, New York: The Guilford Press.
- Richards, Jack C. and Richard Schmidt., 2010, *Longman Dictionary of Language Teaching and Applied Linguistics*, London: Pearson Education Limited.
- Richards, Jack. C., 2008, *Teaching Listening and Speaking From Theory to Practice*, Cambridge: Cambridge University Press.
- Ross, Justine, ESL Listening Comprehension: Practical Guidelines for Teachers, *The Internet TESL Journal*, Kyoto-Japan, Vol. XII, No. 2, February 2006.
- Rubin, Joan., 1994, Review of Listening Comprehension Research, *Modern Language Journal*, vol. 78, no. 2.
- Shadish, William R., Thomas D. Cook, and Donald T. Campbell., 1999, *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*, New York: Houghton Mifflin Company.

- SIL INTERNASIONAL, *Listening Comprehension Skill*,
<http://www.sil.org/lingualinks/languagelearning/otherresources/guidelinesforlanguageandcultureprogram/listeningcomprehensionskill.htm>.
 Retrieved on October 24th, 2011.
- Steel, Caroline (eLearning Section), 2010, *A Tutor's Guide to Teaching and Learning at UQ*, Queensland: © The University of Queensland.
- Sumiati, 2011, "The Effect of Using Three-Step Interview Strategy toward Students' Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency". Pekanbaru: Unpublished Thesis.
- Sunarto and Riduwan., 2012, *Pengantar Statistika untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi dan Bisnis*, Bandung: Alfabeta.
- Syllabus of Islamic Junior High School Darel Hikmah Pekanbaru 2012 / 2013, Unpublished.
- Underwood, Mary., 1989, *Teaching Listening*, New York: Longman Inc.
- Ur, Penny., 1999, *A Course in Language Teaching; Trainee Book*, Cambridge: Cambridge University Press.
- Utami, Zalia., 2010, "The Application of Bottom-Up and Top-Down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru". Pekanbaru: Unpublished Thesis
- Vandergrift, Larry., 1999, Facilitating Second Language Listening Comprehension, *ELT Journal*, Volume 53/3 July © Oxford University Press.
- Weir, Cyril J., 2005, *Language Testing and Validation*, New York: Palgrave Macmillan
- Zahrowi, Ahmad., *Definition of Descriptive Text*,
<http://ahmadzahrowi.wordpress.com/mapel/descriptive-text/>,
 retrieved on June 13rd 2012